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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Who we are**  **Maths: 3D Shapes – Tally chart** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  - Identify 3D shapes (cube, rectangular prism, sphere, cylinder and cone).  - Collects records and organizes data on a tally chart. | | | | | | **Skills:** | | | | | |
| **Materials:** math’s books, 3D Shapes  (*trace a tally chart in the maths’s notebook)* | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 11 Nov.5-9** | | | | **Time: 45 min. Half group** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:** The teacher will show the 3D shapes asking the children for their names, if they don’t know, it is the time to introduce them ***(Cube, rectangular prism, sphere, cylinder and cone)***, followed by the description of the characteristics: ***Faces, vertices and edges.*** | | | | | | | | | | | |
| **Main Activity:** Ask chn. to organise together the information they collected days ago about 3D Shapes around school. The teacher will organise the information with them in a tally chart according to their findings. After that, they should copy the tally chart in their notebooks. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Discuss the results asking: Which 3D shape has more, less, same.  Expose the 3D shapes in a specific place of the classroom in order to be in contact with them. | | | | | | | | | | | |